

ASSIGNMENT E

CASE STUDY

This case study focuses on a student named Isabel, who is eight years old. Her primary language is English. The documents on the following pages describe Isabel's reading performance at the beginning of third grade. Using these materials, write a response in which you apply your knowledge of reading assessment and instruction to analyze this case study. Your response should include three parts:

1. identify three of Isabel's important reading strengths and/or needs at this point in the school year, citing evidence from the documents to support your observations;
2. describe two specific instructional strategies and/or activities designed to foster Isabel's literacy development for the remainder of the school year by addressing the needs and/or building on the strengths you identified; and
3. explain how each strategy/activity you describe would promote Isabel's reading proficiency.

READING SURVEY

Printed below are Isabel's responses to a survey of reading habits prepared by her teacher.

Name: Isabel

My Reading

1. Do you enjoy reading?

no, almost never

sometimes

yes, most of the time

2. Do you read for fun outside school?

no, almost never

sometimes, but not much

yes, a lot

3. Do you think you are a good reader?

no

sort of

yes

4. Write the title of a book you like.

The Elmwood Kids and the Secret Club

5. What do you do when you want to find a good book to read?

I see if I can find a book about the Elmwood Kids.

Sometimes I ask my friends.

INFORMAL READING ASSESSMENT

Printed below is an excerpt used for an informal assessment of Isabel's reading performance. For this assessment, Isabel read aloud the beginning of a selection from a third-grade reader. As Isabel read, the teacher made the following notes about her performance.

It had been a long day on the trail, and Sarah was tired. The covered wagons stood in a circle, lit by the glow of cooking fires. As Sarah | climbed into her family's wagon to lie down beside her little sister, she looked up at the darkening sky. Soon the sky above the | prairie would be filled with more stars than she could count. Back in New York State, the sky had never seemed so big.

"Sarah!" Lizzy was still awake. "I can't sleep. Tell me a story."

Sarah lay down and pulled the | quilt up to her chin. She | thought for a minute, then began. "Grandma made this | quilt to keep us warm in our new home in | Oregon," she said. "In one square, she made a patch in the shape of a | maple leaf. We used to have picnics under a maple tree in her yard." Suddenly her eyes filled with tears. When would she see that maple tree again?

Key:

○

deletion

^

insertion

|

short pause

||

long pause

←

repetition

eat

substitution

©

self-correction

After Isabel's oral reading, she reread the passage silently, and then the teacher asked her some questions. Printed below is a transcript of part of their conversation.

Teacher: Where is Sarah's family from, and where are they going?

Isabel: I think they are from New York State, and they're going to Oregon.

Teacher: What can you tell me about Sarah?

Isabel: Um . . . she's a girl. She has a little sister.

Teacher: Why do Sarah's eyes fill with tears?

Isabel: Because she's tired. My mom says she can tell when my brother's really tired because he starts to cry at the littlest thing.

TEACHER NOTES

Printed below is an excerpt from the teacher's notes documenting informal observations related to Isabel's reading activities.

9/28 During independent reading Isabel fidgeted, played with her hair, yawned, looked around the room. Didn't distract others, but certainly wasn't engaged in her own reading.

10/15 Assessed students' oral reading fluency using another passage from the social studies textbook. Isabel's accuracy was 97% and rate was 70 wcpm* (less than 10 words below the fall 50th percentile benchmark of 71 wcpm). She didn't make many errors, but she slowed down to decode several high-frequency irregular words and a number of low-frequency multisyllabic words.

10/23 Conference today with Isabel's parents; asked them about her reading at home. They were a bit vague and apologetic: talked about being so busy that they often don't ask whether she's done the 20 minutes of daily at-home reading that all the children are supposed to do. Her father pointed out that he always checks to see if she's done her written homework, which he described as "the really important thing."

10/30 Most students chose their new independent reading books for the Rain Forest unit. Isabel is still only 3/4 of the way through her book for the Pioneer Life unit. Need to check in with her and help her work out a plan for finishing the book by the end of the week.

*NOTE: wcpm = words correct per minute

WRITTEN RESPONSE TO A TEXT

Students in Isabel's class keep logs in which they write about the books they select for independent reading. For each entry the teacher provides a general question or short assignment to focus students' responses. Printed below is an excerpt from Isabel's reading log. The assignment was as follows: "Write a short summary of the book you read. Identify the main character and tell three things about him or her."

My book was The Elmwood Kids and the best Yard Sale Ever. I have read 6 other books about the Elmwood Kids. They are also on a T.V. show. This story was on T.V. once. In this story there is a family that has a fire at their house when they are away, and all their stuff burns up. So the Elmwood Kids have this huge yard sale. They make lots of money for the family. There are 6 main characters in the Elmwood Kids. They are also on the show. They are Sally, Mei-Ling, Pedro, Jamal, Tim, and Vimla. I like Vimla best. She is quiet, but she always has the best ideas. She has shiny black hair and dark eyes.

Printed below is an excerpt from a dialogue between Isabel and her teacher about this reading log entry.

Teacher: How did you happen to choose this book?

Isabel: Well, I just like the Elmwood Kids. I always watch them on TV, every week. I also have almost all of the collector figures of them. The only one I still have to get is Jamal—oh, and Pedro's mom.

Teacher: If a friend asked you why you liked this book, what would you say?

Isabel: Well, it's really good because it's just like the TV show.

Teacher: Is there anything in the book that wasn't in the TV show?

Isabel: Oh . . . maybe some little parts, like when they get the rocking horse for the sale. But mostly it's like the show, and the kids are just the same. Like I said, Vimla always has good ideas. And Tim always is good with animals. It's nice because I always know what the kids are going to be like, even if I don't know everything that's going to happen in the story.

INFORMAL SKILL ASSESSMENT

Printed below are Isabel's responses to a worksheet designed to measure students' understanding of multiple-meaning words.

Name Isabel

Directions: Read each word. On the lines below, write sentences that show different meanings of the word.

Example: kind

1. The boy was very kind to his sick neighbor.
2. What kind of game did you watch last night?

park

1. I went to the park.
2. My mom had to park the car.

rose

1. A rose is a flower.
2. _____

rock

1. I found a big rock.
2. _____

play

1. I like to play with Kara.
2. _____
3. _____

left

1. I left my book at school.
2. The car turned left.

beat

1. My team beat the other team.
2. _____
3. _____

Sample Response for Assignment E—Case Study

Isabel's most important reading strength is that she appears to be a good decoder, as indicated by her performance on the Informal Reading Assessment (IRA) and the oral reading fluency (ORF) assessment, which was mentioned in the Teacher Notes. She accurately decoded all the words in the IRA, making only one minor deletion, and her accuracy on the ORF was 97%. She made short pauses on both assessments before high-frequency irregular words (e.g., thought) and low-frequency words (e.g., quilt, climbed, prairie, Oregon); however, her oral reading rate of 70 wcpm suggests that her fluency (at least in terms of accuracy and rate), is not an issue at this time.

Isabel's lack of understanding of Sarah's sadness suggests a weakness in inferential comprehension. While she demonstrates good literal recall (e.g., Sarah's family came from New York and was going to Oregon, Sarah had a little sister, Sarah was tired), Isabel needs to consider details more carefully so that she can better understand why characters in stories behave and think as they do. On her reading survey, she indicated that she "sometimes" enjoys reading and that she doesn't often read for fun. This may be because she is not inferring much meaning.

Isabel also needs to increase her vocabulary and understanding of multiple-meaning words. She was able to think of an additional meaning for only two of six words on the informal skill assessment. A general weakness in vocabulary knowledge could be another factor contributing to her minimal enjoyment in reading, which has led to the limited amount and breadth of her independent reading. Unfortunately, if her independent reading continues to be so limited, this will only continue to inhibit her vocabulary growth.

One instructional strategy to improve Isabel's comprehension would be to teach her to use information from the text to better understand character motives. I would teach her to refer to the text for details to analyze a character's actions and to better understand their motives and feelings. For example, when Isabel bases her inference about why Sarah's crying on a personal experience (Isabel's brother cries when he's tired) rather than on something she read in the story, I would urge her to go back to the text to look for evidence and, if necessary, I'd direct her to the lines in which Sarah talks about the picnics under the maple with her grandma and wonders if she'll ever see that tree again. By teaching Isabel to refer to the text to find support for her answers, I would be developing her inferential comprehension skills. She would learn to base inferences on evidence from the text.

A second strategy would be to help Isabel increase her understanding of vocabulary, focusing first on words with multiple meanings. Beginning with the words that Isabel had difficulty with on the Informal Skill Assessment (i.e., rose, rock, play, and beat), I would show her sentences that illustrated other meanings of each word (e.g., The man beat the rug with a stick. Beat it! I beat two eggs into the cake batter.). I'd have her read the sentences and determine the word's meaning in each sentence. After analyzing a given sentence, I'd ask her to think of her own sentence that used the word in the same way. These activities would expand Isabel's vocabulary knowledge, which would increase her comprehension of text.

Evaluation of Sample Response

This assignment assesses content related to the five domains of the RICA Content Specifications. The response fulfills the purpose of the assignment by identifying one of Isabel's reading strengths (i.e., decoding accuracy) and two reading needs (i.e., inferential comprehension and vocabulary), discussing two strategies that should enhance Isabel's literacy development in light of her current performance (i.e., instruction in inferential comprehension and understanding multiple-meaning words), and explaining how these strategies can be expected to benefit Isabel. The writer accurately interprets Isabel's performance (as indicated in various case study documents) and demonstrates a solid grasp of current reading pedagogy by describing instructional strategies that are likely to improve Isabel's reading skills. Strong supporting evidence is found in the response's inclusion of accurate and appropriate details and explanations and in the inclusion of an accurate rationale explaining the probable benefits of each of the two strategies described.

Sample Case Study Assignment

This case study focuses on a student named Louise. Louise is a fifth grader who has been found to have normal vision and hearing. Her primary language is English. In October, the teacher observes Louise's reading of and responding to a short passage from a fifth-grade text. The passage and the assessment information are reproduced on the following pages of data. Using these materials, write a response in which you apply your knowledge of reading assessment, instruction, and mentoring to analyze this case study. Your response should include the following information:

A description of three important aspects of Louise's reading, citing evidence from the case study to support your observations about Louise's strengths and needs.

A full description of two instructional strategies or activities that would be especially effective for the classroom teacher to use to improve Louise's reading ability. Be sure to address the needs and build on the strengths that you have identified for Louise.

An explanation of why each strategy/activity you described would be effective in improving Louise's reading proficiency.

READING DIALOGUE WITH TEACHER

Printed below is a passage from a fifth-grade text that Louise has read silently.

If you have ever spent time watching an animal, you have probably seen it doing a number of different things. If you have ever watched ducks in a park, for example, you may have seen them flying, landing in a pond, swimming, or ducking their heads under the water. You may also have noticed that when people sat down on a bench near the pond, the ducks sometimes swam toward them looking for food.

Some of a duck's behaviors, such as swimming or ducking its head under the water, are instinctive behaviors, things that ducks do automatically. Other behaviors, such as seeking food from people, are things that the ducks have learned.

Many animals demonstrate both kinds of behaviors—even animals that you might not think of as being able to learn things.

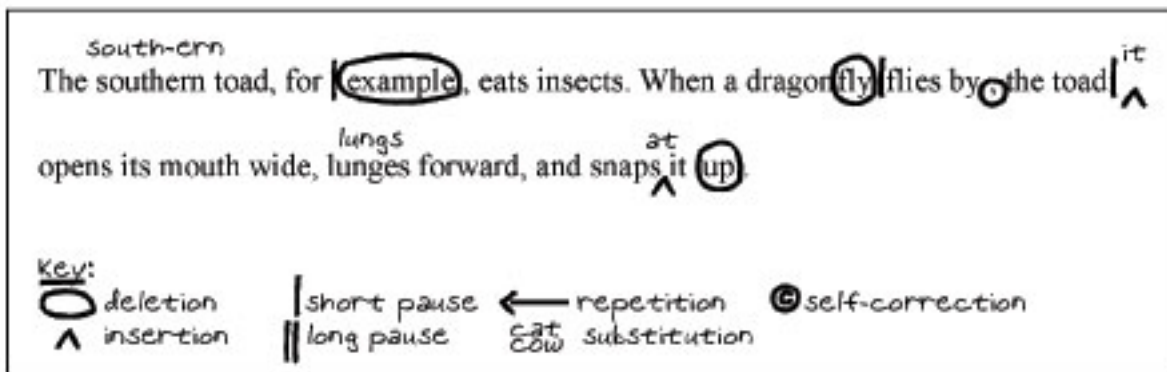
The southern toad, for example, eats insects. When a dragonfly flies by, the toad opens its mouth wide, lunges forward, and snaps it up.

But how does the toad know that it should eat insects? Did it learn this from its parents? No, the toad behaves this way by instinct. It eats insects automatically, because this behavior is a trait, or characteristic, that it has inherited. It is something that the toad was born knowing how to do.

But even though a toad eats insects automatically, it can still learn something about eating. For example, it can learn what it likes and what it doesn't like. Scientists have observed that if a southern toad tries to eat a bee and is stung, the toad will no longer try to eat bees. A toad that has been stung by a bee will recognize a bee the next time it sees one and will simply ignore it, even if it flies right by the toad's nose. The toad has changed its behavior based on experience. That is, it has learned.

The next time you're watching an animal, see if you can distinguish between things that it does instinctively and things that it has learned from experience.

Before asking Louise questions about the text, the teacher has her read the beginning of the fourth paragraph aloud. As Louise reads, the teacher uses another copy of the text to take notes on Louise's performance. Printed below are the teacher's notes.



After Louise has finished the oral reading, the teacher asks her some questions. A transcript of a portion of their dialogue is printed below.

Teacher: Please tell me what this passage is about, Louise.
 Louise: It's about animals, it says they do lots and lots of different things.
 Teacher: Are there any specific things it tells about?
 Louise: Um, yes, it tells about how a toad got stung by a bee once.
 Teacher: And does it say why the toad got stung, or what the toad did afterwards?
 Louise: It tried to eat it. I don't know what it did after that. I bet it hopped around a lot!
 Teacher: I'll bet you're right! Does it say anything else about toads, or about other animals?
 Louise: It talks about ducks in the park. Ducks like it when you feed them bread crumbs.
 Teacher: Does it talk about some types of behavior being different from others?
 Louise: Um, yes, ducks do different kinds of things, like flying and swimming and eating.
 Teacher: Okay, Louise, would you read this sentence to me? [points to the first sentence of the fifth paragraph]
 Louise: [reads fairly rapidly] But even though a toad eats inside [pauses briefly] it can still learn something about eating.
 Teacher: Is there anything a toad just knows about eating, without having to learn it?
 Louise: Nope.
 Teacher: Would you read this word for me? [points to instinctive in the second paragraph]
 Louise: Instant.

TEACHER NOTES

Printed below is an excerpt from the teacher's notes documenting informal observations related to Louise's reading activities.

Name: Louise

9/12 Louise is a cheerful, confident, talkative girl. She appears to enjoy school. We have begun a science unit on animal behavior, and Louise launched herself eagerly into the subject, quickly reading through the first chapter in the science textbook and checking out several books from the school library. She has participated actively in class discussions on animal behavior, but her comments are not always relevant to the topic at hand.

9/23 Louise gave an oral book report today on one of her favorite books, a story from a series written at about the third-grade level. She gave a good overall summary of the plot and was able to answer questions about the characters and their motivations. She told me later that she has the whole series at home and reads them often.

10/3 Louise did very poorly on a quiz on the animal behavior unit, and she was quite surprised at her low score. When she and I discussed it, she said that she thought it was an easy quiz. She added that she'll probably do okay on the next quiz--she knows a lot about animals.

10/6 I asked Louise to read out loud to me today. She read very quickly, but misread a number of words and didn't self-correct. When I asked her to stop and look again at words she had missed, she was often able to break them into syllables and sound them out. Her recognition of high-frequency irregular words was quite good.

ASSESSMENT RESULTS

Louise's reading scores taken in the spring of fourth grade is shown below.

Reading Results	Louise's score	Score required for objective mastery
1. Word Meaning	4/6	5/6
2. Supporting Ideas	2/8	6/8
3. Summarization	1/6	5/6
4. Relationships and Outcomes	2/6	5/6
5. Inferences and Generalizations	4/10	8/10
6. Point of View, Propaganda, Fact and Nonfact	1/4	3/4

Louise's performance on a language arts quiz is shown below.

Skill	Number Corr ect
Recognizing prefixes and suffixes	4 out of 8
Separating root words from affixes	3 out of 6
Dividing words into syllables	3 out of 6

In the first two weeks of school, the teacher met with students individually and asked them to read aloud words from a set of flashcards. The checklist below shows Louise's performance on a portion of this task.

Word Recognition Check		
	Automatic	Decoded
enough	✓	
mystery		mis-try
skillful	skillet	
thought	✓	
adventure	✓	
flavor	favorite	
understand		✓
southern		south-ern
excited	✓	

LOUISE CASE STUDY

Strength One

Louise's first strength is that she fluently decodes third grade narrative text. The teacher notes of 9/23 indicate that she can read and summarize decodable text that is written at a third grade level and answer questions about character motivations. This is a very important strength, because it shows that if she is fluent and has the correct schema (narrative in this case) she will be able to comprehend what she reads.

Strength Two

Louise's second strength is that she has some word identification skills. The teacher notes of 10/6 also indicate that she can recognize high-frequency, irregular sight words such as thought, adventure, and excited. She can also and break unfamiliar words into syllables. She was able to syllabicate "mystery," "southern," and "understand." She was also able to recognize the initial onset in "skilful" and used the initial letter of "flavor" to guess at the word.

Problem + Need A + Need B

Louisa's need is with comprehending grade-level expository text both literally and inferentially. The teacher dialogue and her SAT9 Reading scores reveal that Louisa has very limited literal comprehension of expository text, because she read it as if it were a narrative story. This is because she does not know how to follow the schema (structure) of expository text, since she was looking for characters and plots in the passage about animal behavior. Also, she is unable to fluently decode and reassemble polysyllabic words that are often found in upper-level, content-area texts (e.g., she read insect as inside and instinctive as instant). Therefore, the areas upon which I would focus would be expository schema and polysyllabic words

Need A + Lesson Plan One + Benefit One

To help Louisa read for comprehend expository text literally, the teacher needs to help the make the schema (organization) of expository text concrete. I would use a graphic outline to help for this purpose. First, I would put the central idea in a circle on a piece of paper (in this case, it is animal behavior). Second, I would have two branches off the circle, one being instinctive behaviors and the other being learning behaviors. Third, Louisa and I would read the passage together and categorize the details from each paragraph into either instinctive behaviors or learned behaviors. Finally, I would ask Louisa literal and inferential comprehension questions based on the passage and have her use the graphic outline as a guide. This activity would make the schema of expository text concrete, because she can visualize how the details of the passage are organized and can use a strategy to answer comprehension questions.

Need B + Lesson Plan Two + Benefit Two

A good strategy to use in order to help Louise with polysyllabic words would be to focus on polysyllabic words. I would take a polysyllabic word for her word recognition check, such as understand, and teach her how to both syllabicate and reassemble it. I would write its syllables word onto three index cards as follows: the first card would have the UN, the second card would have DER, and the third card with STAND. Louise and I would associate the correct phoneme chunks to these syllables and practice making words from them (UN + DER) and (UNDER + STAND). Finally, I would have her read a sentence with understand in it. The benefit of this activity is that it teaches Louise to associate phoneme chunks to words, along with how to not only syllabicate but also reassemble words by seeing, saying, and manipulating syllables.

This case study focuses on a student named Robert, who is eleven years old. His primary language is English. The documents on the following pages describe Robert's reading performance during the first four months of sixth grade. Using these materials, write a response in which you apply your knowledge of reading assessment and instruction to analyze this case study. Your response should include three parts:

1. identify three of Robert's important reading strengths and/or needs at this point in the school year, citing evidence from the documents to support your observations;
2. describe two specific instructional strategies and/or activities designed to foster Robert's literacy development for the remainder of the school year by addressing the needs and/or building on the strengths you identified; and
3. explain how each strategy/activity you describe would promote Robert's reading proficiency.

INFORMAL READING ASSESSMENT

Printed below is an excerpt used for an informal assessment of Robert's reading performance. For this assessment, Robert silently read a passage selected by his teacher, who judged it to be appropriate for his reading level. The passage comes from a text that the class is using as part of an earth science unit.

What Causes Earthquakes?

To understand the cause of earthquakes, you first have to learn a little about the earth's crust. The topmost layer of the earth is called the crust. The earth's crust is composed of seven major parts called *plates*. These plates are enormous. For example, the plate we live on, the North American plate, includes the whole continent of North America plus a large area of the Atlantic Ocean. Plates are about 60 miles thick on average, but some are twice as thick. Yet plates do not stay in one place! They are not stationary. How can this be?

The layer of the earth immediately below the crust is called the mantle. The upper part of the mantle is made of hot rock. The rock is so hot that it is melted. The earth's plates are not stationary because they float on top of this hot liquid rock.

As a plate moves, it may pull away from some of the plates around it. It may also collide with or slip past other plates around it. These movements of the plates cause major changes in the earth's crust. Sometimes these movements and changes cause earthquakes.

When two plates move and rub against each other, pressure can build up as the large blocks of rock grind together. As the two plates continue to collide, the pressure increases. Eventually, the strain between the large blocks of rock becomes so great that the rocks slip past each other. An earthquake occurs. The vibrations caused by an earthquake can be strong enough to destroy buildings and collapse bridges.

After Robert's silent reading, the teacher asked him some questions. Printed below is a partial transcript of their conversation.

Teacher: Tell me what you learned about earthquakes from this article. What causes earthquakes?

Robert: Vibrations. Vibrations cause a lot of damage, like destroying buildings and bridges.

Teacher: But what causes the vibrations?

Robert: Rocks slipping. Rocks falling. Like an avalanche, I guess. Big boulders probably.

Teacher: The article talks a lot about plates. Can you explain what plates are?

Robert: Yeah, they're in the earth's crust. There are seven of them and they're 60 miles wide.

Teacher: What do plates have to do with earthquakes?

Robert: I'm not exactly sure. I think they make the rocks fall.

Teacher: Were there any words in the article that you didn't know?

Robert: Hmm. Yeah, "stationary." I don't know that word.

Teacher: Let's look back at the first paragraph. Reread the last four sentences and see if you can figure out what "stationary" means.

Robert: (*rereads the four sentences*) Hmm, the plates don't stay in one place . . . they're *not* stationary. Oh! So "stationary" must mean stay in one place.

TEACHER NOTES

Name: Robert

9/22 Robert really enjoys math and he loves working on the class computer whenever he can. However, his work in language arts and other content areas is not very consistent. He tends to rush through assignments and makes a lot of careless mistakes. I'm not sure he's really working at his full potential.

10/20 During parent-teacher conferences, I asked Robert's parents about his at-home reading. They said he's never been a big reader but seems to understand what he reads "just fine." He's not allowed to play games on the computer or watch TV on school nights until he finishes his homework and reads for 15 minutes. He usually finishes everything in about a half hour. For his 15 minutes of reading, he almost always picks an article from the sports section of the newspaper (he told his parents "I don't like books"). He apparently spends a lot of time playing computer games and is quite good at them.

11/18 Robert has been reading a book on codes and cryptography all week during SSR [sustained silent reading]. This is the first time this year he actually seems to be reading during SSR! He usually just grabs any old thing and flips through the pages. He's never disruptive, but he's not engaged either. I'm pleased to see him connect with this book. He's talked about it a lot with me and several classmates. He's clearly learned a lot from this book.

12/15 Robert's grades on his language arts and content-area assignments (with the exception of math, in which he consistently performs well) are not improving. He frequently misses the main ideas in both fiction and nonfiction texts. While his decoding skills seem strong enough (he generally pronounces new words accurately and reads aloud with fluency), I'm often surprised by what he doesn't know in terms of vocabulary. I frequently remind him to slow down and be more careful with his work.

READING JOURNAL ENTRY

Robert's reading group has been reading the novel *Hatchet* by Gary Paulsen. In this novel, a boy named Brian, whose parents are divorced, is flying over the densely wooded Canadian wilderness on his way to visit his father when the pilot of the two-seater plane has a heart attack and dies. Brian must land the plane safely and then survive in the wilderness with nothing but his instincts and a hatchet, a gift from his mother. He endures many hardships during his 54 days in the wilderness.

The students in Robert's reading group meet to discuss some chapters of the book. They respond independently to other chapters by writing about them in their reading journals. For the journal entries, students first discuss their personal reactions to the story. Then they respond to specific teacher questions or prompts. Following is Robert's reading journal entry after finishing reading the book. The teacher's prompts that day were: (1) Describe your personal reactions to the story; (2) summarize the conflicts Brian faced throughout the story; and (3) describe how Brian has changed from the person he was at the beginning of the story.

I thought he would get saved and he did. He didn't have any conflicts cause there wasn't any other characters. Maybe the moose. It was really dangerous and liked to conflict. He's a lot skinnier at the end of the story.

Dictated Spelling and Mechanics

Robert's class writes two dictated sentences each morning. The teacher takes the sentences from the students' current readings in language arts or the content areas. For each sentence, the teacher reads the sentence aloud and asks the students to write it down. The teacher then reads the sentence again and lets the students check their spelling and mechanics. Robert's performance from three mornings is shown below. The sentences that the teacher read aloud appear in parentheses.

<i>Monday</i>
(A hurricane's whirling winds and heavy rains can cause much damage.)
1. <i>The hurricane's whirling winds and heavy rains caused much damage.</i>
(Their herd of cows grazed in the meadow, too.)
2. <i>Their herd of cows grazed in the meadow, too.</i>

<i>Tuesday</i>
(The car received a few scratches when Keith's bike struck it.)
1. <i>The car received a few scratches when Keith's bike struck it.</i>
(Natural disasters of all kinds happen each year.)
2. <i>Natural disasters of all kinds happen each year.</i>

<i>Wednesday</i>
(The students were excused from school in anticipation of the hurricane.)
1. <i>The students were excused from school in anticipation of the hurricane.</i>
(Tigers are heavier and more dangerous than lions.)
2. <i>Tigers are heavier and more dangerous than lions.</i>

Robert Case Study

Robert has many decoding strengths. The teacher's notes on 12/15 reveal that he has strong decoding skills, pronounces new words accurately, and reads aloud with fluency. This is a significant strength, because it signifies that he has enough short term memory available to attempt comprehending what he reads both literally and inferentially.

Robert's second strength is in spelling and mechanics. He performed very well on the daily morning worksheets. The worksheet revealed that he spelled most of the words correctly (with the exception of hurricane and whirling) and continued to make improvements everyday. The worksheet also revealed that he knows spelling patterns and uses correct punctuation. In addition, his spelling improves over time illustrating that he has the capacity to improve over time.

Robert's problem is in comprehending grade level expository and narrative text, both literally and inferentially. The teachers notes on 12/15 reveal that Robert frequently misses the main ideas in both fiction and nonfiction texts. For example in the expository text on Earthquakes the teacher asked him "What causes earthquakes?" He said, "Vibrations." Also when she asked him "What causes vibrations?" He said, "Rocks falling." Another area of need is in comprehending narrative text. He has difficulty with literal and inferential comprehension. For example, when the teacher asked him to summarize the conflicts in the story, He said, "He didn't have any conflicts because there weren't any other characters." He was also unable to infer how Brain has changed from the beginning of the story. He said, "He was skinnier."

To address Robert's need in understanding expository text, I would show him how to use a graphic outline. First I would teach him the steps in making a graphic outline. Next I would read the passage with Robert and together we would find the main idea and supporting details. Then we would fill out the outline together.

For example:

I. Earthquakes

- a) plates
- b) mantle
- c) pressure

Next I would ask literal and inferential questions about the passage and have him use this outline as a guide. Finally I would have Robert practice this strategy with other passages. This activity would make the schema of expository text concrete because Robert can visualize how the details of the passage are organized and use a graphic outline to answer comprehension questions. By making the schema concrete and visual, I would be improving his comprehension of abstract expository details

To help Robert make the schema of narrative text concrete, I would show him how to use a story map. First I would display the story map and explain how it organizes the details in the passage. Next I would read the passage with Robert and together we would find the conflicts. Then we would fill in the map together.

For Example:

Past	Present	Future
EXAMPLES	EXAMPLES	EXAMPLES

Next I would ask literal and inferential questions based on the story map and have him use his story map as a guide. Finally I would ask Robert to practice using story maps on other passages. This activity will help make the schema of narrative text concrete because Robert can visualize how the details of the passage are organized and use a story map to answer comprehension questions. By making the schema of narrative text concrete and visual, I would be helping him to improve both his literal and inferential comprehension of narrative text.